

# Springdale Primary School



## PSE progress model for knowledge and skills

	Links to ks1 curriculum	Minimum expectations for reception		Minimum Expectations for nursery				
Feelings and emotions	PSHE Association: H11, H12, H13, H14, H15, H16, H18, H19	Articulates how they feel using age appropriate vocabulary	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings		Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'happy' and 'sad'		
		Identifies and moderates their own feelings, socially and emotionally	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately		Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately		Recognises when they might be 'happy' or 'sad' and responds appropriately	
			Tells others how they have made them feel	Is able to ask for help for 'uncomfortable' feelings if they need to	Understands how they can manage 'uncomfortable' feelings appropriately			
		Expresses their feelings and considers those of others	Beginning to recognise that animals have feelings too	Recognises the feelings of characters in stories		Begins to understand how others might be feeling		
			Thinks about the perspectives of others		Recognise when and how they need to respond to a friend, showing sensitivity when needed			
		Sees themselves as a valuable individual	Children understand how they can improve	Children are able to explain what they are good at and what they need to practise		Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers		
Behaviour	Shows perseverance and resilience in the face of challenge	Children persevere to reach their intended goal	Children are developing resilience, trying to do something difficult which they want to achieve		Children celebrate accomplishment of goals			

			Takes turns in familiar games and group activities without support	Takes turns in games and group activities with some support	Takes turns in games and group activities with encouragement and support		
			Watches the person who is speaking and knows when it is their turn to speak	Understands that they need to wait their turn and can anticipate when it is their turn during circle time	Understands that they need to wait their turn, using props to support them		
			Shows confidence during whole class sessions	<b>Shows confidence when playing in a small group and in new social situations</b>	Shows confidence when playing with a friend	Developing confidence	
		<b>Thinks about the perspectives of others</b>	Asks others if they need help – ‘Would you like me to help you?’	Asks for help – ‘Please can you help me do up my coat?’	Asks a friend if they can play		
			Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.	<b>Selects and uses activities and resources, with help, when needed.</b> Knows that they need some resources e.g. an apron for painting.			
			Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.	Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.	Prompted to tidy up		
			<b>Builds constructive and respectful relationships</b>	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.	<b>Children increasingly follow rules independently</b>	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.	
				Plays in a group, sharing and extending ideas	<b>Plays with one or more other children, extending and elaborating on play ideas</b>	Plays alongside a friend	Shows an interest in others
<b>Relationships</b>	PSHE Association: R6, R7, R8, R9, R22, H22, R14, R15, R19, R20	<b>Thinks about the perspectives of others</b>	Is able to explain the importance of sharing	Offers to share resources – ‘Would you like this...?’	Shares resources with friends if they are asked for something	Sometimes shares resources with adults and peers, sometimes requiring support	
			Children are able to determine when a situation requires adult intervention	<b>Resolving conflicts by themselves, where possible, and not retaliating</b>	<b>Developing appropriate ways of being assertive</b>	Beginning to resolve conflicts, asking an adult if they need support	

			Has an awareness of stranger danger	<b>Becomes more outgoing to unfamiliar people</b>	Children begin communication with people by first saying their name or 'excuse me'. Children do not need to be physical to get attention
<b>Responsibility</b>		<b>Manages their own needs</b>	Children know what belongs to them and stores items sensibly	Puts their cardigan/jumper in a sensible place if they take it off  Beginning to name pieces of work that are theirs	Recognises their own belongings and knows to store their items on their peg
			Children are responsible for bringing their reading books and homework back each week	Children are responsible for bringing their book back each week	
			Children are responsible for maintaining the indoor and outdoor areas, including the allotment. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.		
<b>Sense of community</b>	<p>We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school.</p> <p>We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We also plan to support our local neighbourhood by helping to keep the area clean.</p>				
<b>Attention</b>	See Communication and Language Progress Model				
<b>Hygiene and personal needs</b>	See Physical Development Progress Model				